

Prairie View A&M University

**Digital Commons @PVAMU**

---

[All Theses](#)

---

8-1949

## **A Survey of Extra-Curricular Activities in Class "A" High School in East Texas**

Cuney Bruce Talmadge Dansby

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

---

**A SURVEY OF EXTRA-CURRICULAR  
ACTIVITIES IN CLASS "A" HIGH SCHOOL  
IN EAST TEXAS**

---

**DANSBY**

**1949**



A SURVEY OF EXTRA-CURRICULAR ACTIVITIES  
IN CLASS "A" HIGH SCHOOL  
IN EAST TEXAS

By

Cuney Bruce Talmadge Dansby

A Thesis Submitted in Partial Fulfillment  
of the Requirements for the Degree of

Master of Science

In The

Graduate Division

of

Prairie View Agricultural and Mechanical College  
Prairie View, Texas

August, 1949

Accepted by the faculty of the Graduate School of  
Prairie View Agriculture and Mechanical College  
as fulfilling the thesis requirements for the  
degree of Master of Science.

Approved by:

Major Professor



Minor Professor

\_\_\_\_\_  
\_\_\_\_\_

Date \_\_\_\_\_



### ACKNOWLEDGMENT

The writer wishes to acknowledge a debt of gratitude to 55 Principals of the schools surveyed, without whose cooperation the study would have been impossible.

DEDICATION

To My dear Wife,

Annye B. Dansby

and

My two children,

Jimmy Bruce, and

Phyllis Jean,

this Thesis is dedicated.

C.B.D.



# TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION.....	1
	Statement of Problem.....	2
	The Need for the Study.....	2
	Purpose of Study.....	3
	Scope and Limitation.....	4
	Method of Study and Source of Data.....	4
	Definition of Terms.....	5
II.	REVIEW OF SIMILIAR STUDIES, NUMBER, AND KINDS OF ACTIVITIES IN THE CLASS "A" HIGH SCHOOL.....	9
	Student Government.....	9
	Clubs.....	11
	Time and Frequency of Club Meeting.....	13
	Music Organization.....	15
	Publications.....	16
	The Assembly.....	17
	Infrequent Social Activities.....	19
	Athletic Activities.....	21
III.	AN ANALYSIS OF FACTORS AFFECTING THE SUPERVI- SION OF THE EXTRA-CURRICULAR ACTIVITIES OF CLASS "A" HIGH SCHOOLS.....	24
	Non-Financial Controls.....	24
	Financial Control.....	31
IV.	CONCLUSION.....	35
	Summary of Findings.....	35
	Conclusion.....	38
	Bibliography.....	41

## LIST OF TABLES

Table	Page
I. STUDENT ORGANIZATIONS, NUMBER OF SCHOOLS AND PER CENT PROVIDING VARIOUS ACTIVITIES . . .	10
II. KINDS OF CLUBS BY SCHOOL AND PER CENT IN CLASS "A" HIGH SCHOOLS, 1948-1949 . . . . .	11
III. DISTRIBUTION OF TIME AND FREQUENCY OF CLUB MEETING BY SCHOOLS AND PER CENT . . . . .	13
IV. DISTRIBUTION OF MUSICAL ORGANIZATIONS BY SCHOOLS AND PER CENT OF SCHOOLS PROVIDING . . .	15
V. KINDS OF PUBLICATIONS DISTRIBUTED BY SCHOOLS AND PER CENT . . . . .	16
VI. FREQUENCY OF ASSEMBLIES AND TYPES OF PROGRAMS BY PROGRAMS, BY SCHOOLS AND BY PER CENT . . . .	18
VII. DISTRIBUTION OF INFREQUENT ACTIVITIES OF EXTRA-CURRICULAR NATURE BY SCHOOLS AND PERCENTAGE . .	19
VIII. DISTRIBUTION OF ATHLETIC ACTIVITIES BY SCHOOLS AND BY PERCENTAGE OF SCHOOLS REPORTING . . . .	23
IX. FREQUENCY DISTRIBUTION OF SPECIAL RECOGNITION FOR PUPILS PARTICIPATION BY SCHOOLS AND PERCENTAGE . . . . .	30
X. FREQUENCY DISTRIBUTION OF METHODS USED IN FINANCING SCHOOL ACTIVITIES AND PERCENTAGE USING EACH . . . . .	31
XI. FREQUENCY DISTRIBUTION OF METHODS OF ACCOUNTING BY SCHOOLS AND PERCENTAGE . . . . .	33
XII. DISTRIBUTION OF AREAS REQUIRING BUDGETS BY SCHOOLS AND PERCENTAGE . . . . .	34



## LIST OF CHARTS

Charts

Page

I.	ANALYSIS OF NON-FINANCIAL SUPERVISORY FACTORS IN THE EXTRA-CURRICULAR ACTIVITY PROGRAMS OF CLASS "A" HIGH SCHOOLS . . . . .	26
----	---	----

## CHAPTER I

### INTRODUCTION

The thought that every experience educates is not new, nor is the thought new that the spirit in which a thing is done may be far more important than the thing itself. There has been much "lip-service" given to these two principles, but not until recently has special emphasis been placed upon them. In the past educators talked about the well-rounded development of individuals but focused their attention largely upon the job of familiarizing themselves with the tools of learning. In recent years these educators turned their attention toward the knowledge which students should possess. Education however is not limited to formal schooling. Much of life is lived outside the schools, and much education is obtained from contacts and stimulations which lie outside the classroom.

The formal aspects of education gradually give away in the face of the changing forces to social demands. A very fine illustration of these changes can be found in the attitude of the American schoolmaster with regard to the so-called extracurricular activities. Attention on the part of the principals to the conduct of youth does not mean that the schools have become theaters nor that instruction has become any less proficient. But the educational leaders find that in the things youth indulges in largely of his own initiative, there is interest, mastery,



of leadership, and of followship.

The significance of this trend becomes clearer as one considers the number of extra-curricular activities, their character, their controls and stimuli, and their popularity.

Statement of Problem. -- The problem of this thesis is to study the number and nature of extra-curricular activities and their supervision in the Class "A" High Schools of East Texas.

The Need for the Study. -- Students have not received all the advantages that extra-curricular activities afford. The writer has noticed the performances of pupils in intra and inter-class activities which performances led him to feel that these activities are falling short of the goals provided for them. The writer also notices that in many schools there is no program provided for pupil participation in the Interscholastic League's activities, commencement programs, ball leagues nor school clubs and several other activities. In other cases, the writer has noticed that the entire day has been devoted specifically to the preparation in one activity to total neglect of other aspects of the program and the total needs of the pupil.

The writer is a teacher and principal in one of the Class "A" High Schools in which the study was made. He has taught in this section for the past twenty years and is quite familiar with the practices and methods of the greater number of the schools with relation to extra-curricular



activities. The writer holds that a school service that possesses such possibilities as are found in a well organized program of extra-curricular activities should warrant a more extensive study than has been undertaken in the schools of East Texas thus far. The writer feels that there is a definite need for this study, because of the apparent variety of philosophies and practices in the Class "A" schools relative to these activities.

Purpose of Study. -- There are several reasons why the writer chose this subject for a thesis. Chief among them is the belief that the benefits derived from extra-curricular activities far outweigh the disadvantages. There has been and still is a great deal of time and energy expended on these extra-class organizations. Some of our educators believe that too much time is wasted in this way and they tell us that such an extensive program should be reduced. Others are in favor of expanding the activity program still further. Whether or not to expand or reduce this activity program is a subject for debate. The writer however has the opinion that many of the disadvantages and criticisms arising from these programs of extra-curricular activities should be eliminated and could be eliminated by better organization and supervision on the part of the school authorities responsible for them.

Several school administrators have stated that they do not believe that they are getting all of the benefits that they should receive from these activity programs. The wri-



ter has been associated with secondary school work for many years, and during this time, has been advised by both athletic minded groups and non-athletic, non extra-class minded groups. Frequently he has been asked what benefits are derived from the activities by the participants. He has often told these inquirers that there were supposed to be certain advantages derived from these activities but the ends had not been achieved. It is reasonable to suppose that no program such as this can function as it should unless it is thoroughly understood and competently supervised. It is not uncommon to find a school attempting to carry on a program without either organization nor supervision and still wondering why the program is not successful.

Scope and Limitation. -- This study includes fifty-five high schools that are known as Class "A" in the terminology of the Interscholastic League. It is limited further to the study of their programs of extra-curricular activities. In scope, this study will cover the number and nature of these activities and the methods controlling them. The study is further limited to the school year of 1948-1949.

Method of Study and Source of Data. -- The method of study used in the pursuance of this study is the normative survey type and the techniques used for collecting the data were questionnaires, interviews and observations. Forty-five of the fifty-five questionnaires sent out were returned.



To obtain information upon which to base this paper a questionnaire (a copy of which will be found in the Appendix) was sent to each of fifty-five school heads in East Texas. Interviews with these school heads and with teachers in 10 of these schools furnished additional information. Research studies, educational digest and books dealing with the subject were freely used.

Definition of Terms. -- "Extra-Curricular activities may be defined as those legitimate activities of the school not otherwise provided for" says Fretwell.<sup>1</sup>

Jordan says,<sup>2</sup> "Extra-curricular activities are those voluntary tasks which are carried on by pupils in addition to the regular classroom requirements, either after regular school hours, or at a time within the program specially designated for such purposes, and may be in effect semi-curricular."

The term "extra-curricular activities" as used by the writer will mean legitimate school activities not provided for in the regular program of studies. They are variously designated as co-curricular activities, allied activities, collateral activities, extra-class activities, intra-curricular activities, pupil activities and social activities.

---

<sup>1</sup>Fretwell, E. K., Extra-curricular Activities in Secondary Schools, p. 2

<sup>2</sup>Jordan, R. H., Extra-curricular Activities in Elementary Schools, p. 2



Class "A" schools as a term in this thesis is understood in the terminology of the Interscholastic League of the State of Texas; the classification is as follows:<sup>1</sup> schools with one teacher are designated as "D" Class schools, schools with not more than two teachers and an enrollment of less than 150 pupils are designated as "C" Class schools, schools with an enrollment between 151 and 275 pupils are designated as "B" Class schools, schools with an enrollment between 276 and 499 pupils are designated as "A" Class schools, and schools with an enrollment of more than 499 pupils are designated as "AA" schools.

East Texas, as used in this treatise, includes those Counties that are affiliated with the East Texas Teachers Association,<sup>2</sup> and are as follows: Anderson, Angelina, Bowie, Camp, Cass, Cherokee, Franklin, Gregg, Harrison, Jasper, Marion, Nacogdoches, Panola, Polk, Red River, Rusk, San Augustine, Shelby, Smith, Titus, Tyler, Upshur, Van Zandt, and Wood Counties.

Review of Similar Studies. -- Farrar,<sup>3</sup> in his thesis, "A Survey of Extra-Curricular Activities in Schools of

<sup>1</sup>Interscholastic League Bulletin, p. 6

<sup>2</sup>East Texas Teachers Association Bulletin, 1948, p. 3

<sup>3</sup>Farrar, O., A Survey of Extra-Curricular Activities in Schools of Fairfield County, Ohio, 1940



Fairfield County, Ohio," attempts to determine the present status of extra-curricular activities in all of the 11 high schools of Fairfield County, and to analyze the present extra-curricular situation. He found poor administration and poor supervision of extra-curricular activities; difficulty in obtaining support of the faculty, lack of trained leaders; overloading of teachers; lack of encouragement and guidance of students participation, and insufficient financial support. This study was made in 1940.

Ormsby,<sup>1</sup> in his thesis "A Survey of Extra-Curricular Activities in the High Schools of Eastern Connecticut," published in 1940, studies the extra-curricular activities in 22 high schools in Eastern Connecticut, whose enrolments ranged from 100-200 and from 1000-1,500 pupils, including student government, clubs, musical organizations, publications, assemblies, athletics, honor societies, social activities and financial management. He found that these high schools had on their programs practically every type of organization that would interest the pupils. He also found that the organization was more thorough and evinced absolute control of the activities.

Bell,<sup>2</sup> in his thesis, "Suggested Program of Extra-Curricular Activities for the Three- and Four-Teacher High School," published in 1940, suggests a program of extra-

---

<sup>1</sup>Ormsby, P., A Survey of Extra-Curricular Activities in High Schools of Eastern Connecticut, 1940

<sup>2</sup>Bell, Clifford, A Suggested Program of Extra-Curricular Activities for Three- and Four-Teacher High Schools



curricular activities for these high schools and set up a point scale for the evaluation of participation in these activities and suggest a method for handling the finances derived from extra-curricular activities.

Pommerening,<sup>1</sup> in his thesis, "A Study of Extra-Curricular Activity Values in Burk Burnett High School," published in 1939, made an attempt to evaluate the benefits resulting from extra-curricular activities in one high school on the basis of the extent to which they realize their professed objectives. He found that pupil participation in extra-curricular activities has a noticeable effect on attendance, discipline, scholarship, withdrawals, employment, and college failures of participants; that faculty participation in activities had some effect on mobility, discipline, class sponsorship, guidance, community activities, and faculty appraisal problem of the participants; and that appraisal of activities through community reaction was variable.

---

<sup>1</sup>Pommerening, C. E., A Study of Extra-Curricular Activity Values in Burk Burnett High School, 1939



## CHAPTER II

NUMBER AND KIND OF ACTIVITIES IN THE  
CLASS "A" HIGH SCHOOLS

The kinds of student activities that develop better scholarship, better health, greater interest in school work, and better cooperation should be encouraged by all schools. Self government activities within schools promote citizenship and leadership. Some of the schools' greatest contributions are also through the school clubs. It is suggested that clubs be sponsored in all schools. The musical organizations add quite a bit of publicity to the school. The publications increase interest and scholarship, develop management ability and also give guidance to many students who are interested in journalism. The assembly programs are very educational when properly conducted. However athletic programs are the most widely used of all the activities in the school's extra-curricular program.

The writer regards student government as a major activity of first class high schools. Since student government is a concept, it is necessary to infer that schools having certain types of activities may allow for pupil participation in their operations.

Student Government. -- The training of students for living in a democracy can best be accomplished by having them live in an organization which most nearly represents that democracy. If the school is an autocracy, run by the



principal, or a bureaucracy, governed by the faculty, and the students as subjects, then it need not be expected to see them exhibit any of those qualities of good citizenship when they emerge from their training. The conception of education for democracy is the basis of the widespread interest in student councils.

Table I shows the student government organizations available in the Class "A" High Schools. They are: Student Councils, Homeroom Organizations, Athletic Associations and Class Organizations.

TABLE I. STUDENT ORGANIZATIONS, NUMBER OF SCHOOLS AND PER CENT PROVIDING VARIOUS ACTIVITIES.

Kind of Organizations	Number of Schools Providing	Per Cent of Schools Providing
Athletic Associations	32	71
Student Councils	31	68.8
Homeroom Organizations	23	51
Class Organizations	19	42

Table I shows that only 32 or 71 per cent of the schools had athletic associations. Thus athletic associations rank first among all organizations striving for pupil participation in school government.

In this Table, the student council ranks second with only 31 or 68.8 per cent of the schools providing this activity.

A check of homeroom organizations revealed that there

were 23 schools or 51 per cent of the schools providing this activity. This organization ranked third among the student government organizations.

The activity ranking lowest in the study is the class organization. The Table shows that there were 19 schools or 42 per cent of the schools providing for class organizations.

Clubs. -- The clubs discussed in this study are: language, dramatics, New Farmers of America, civics, mathematics, New Homemakers of America, handicraft, science, and social. The Table below gives a comparative analysis of the clubs in the various schools.

TABLE II. KINDS OF CLUBS BY SCHOOLS AND PER CENT IN CLASS  
"A" HIGH SCHOOLS, 1948-1949

Kinds of Clubs	Number of Schools Providing	Per Cent of Schools Providing
Language	33	73
Dramatics	29	64.4
New Farmers of America	24	53
Civics	22	48.8
Mathematics	20	44.4
New Homemakers of America	20	44.4
Handicrafts	17	37.7
Science	14	31
Social	8	17.7



The language clubs were reported by 33 schools out of the schools reporting. That means that 73 per cent of the schools provided for this activity. The next most frequently provided for club was the Dramatic Club, which was reported by 29 schools or 64 per cent of the schools.

Due to the fact that East Texas is a farming area and a very large number of the schools there are located in the rural sections, "The New Farmers of America" was the next club that appeared most frequently in this area. Twenty-four schools or 53 per cent provided for this activity. Civic Clubs were reported in 20 schools or 48 per cent of the schools of the study. This organization ranked fourth in frequency among the clubs listed. The "New Homemakers of America" was reported by 20 schools or 44.4 per cent of the schools.

Handicraft Clubs were reported in 17 schools or 37 per cent of those studied. The science club was reported by 14 schools or 31 per cent of those providing. The Science Club was almost twice as frequent, numerically, as the Social Club, although it ranked much lower than the other clubs previously mentioned. Social Clubs were found in eight schools or 17.7 per cent of the schools providing.

Table II, by way of summary, reveals that there were exactly 187 clubs in the 45 schools, which will average a little more than four clubs per school. It is found that the four clubs that appear most frequently are the Language Club, Dramatic Club, The New Farmers of America, and the Civics Club.



Time and Frequency of Club Meeting. -- The factor that determines when clubs should meet is, very largely, its nature. The clubs that were discussed in Table II met as indicated in Table III. The times of meeting provided were: during regular class periods, special periods, after school, and in the evening.

TABLE III. DISTRIBUTION OF TIME AND FREQUENCY OF CLUB MEETINGS BY SCHOOLS AND PER CENT

Time of Meeting	Number of Schools Providing	Per Cent of Schools Providing
Regular Class Period	18	45
Special Period	15	37
After School	14	31
In the Evening	12	26
Frequency of Meeting		
Once a Week	19	47
Once in Two Weeks	11	27.5
Once a Month	2	5
Schools Gave No Report	15	30

It is shown in Table III that 18 schools or 45 per cent of the schools studied reported that they held club meetings during the regular class time. Therefore, the greatest number of clubs held meetings at class hours. The special period for club meetings ranked second with 15 schools or 37 per cent reporting that club meetings were held at special



periods Some clubs held their meetings after school. Fourteen schools reported that club meetings were held after school and 12 reported that meetings were held in the evening. The writer found that 33 schools held their meetings during regular class periods or at special periods provided for the meeting during the school day. There were 26 schools that held meetings after school and in the evening. This implies that many schools used more than one time of meeting.

The 12 schools reporting on activities held in the evening, which is after school, represent 26 per cent of the schools reporting. Table III shows that in some way the time of meeting over-lapped, in that, as many as 26 or 45 schools held meetings after school and 33 of the 45 schools held meetings during the school day. Some schools checked more than one time for holding meetings or had more than one meeting period.

The frequency with which meetings were held was revealed in Table III. The "Once-per-week Meeting" was reported by 19 schools which was 47 per cent of the schools in the study. There were eleven schools providing meetings every two weeks, which was 27 per cent of the schools providing for meetings.

There were only two schools providing meetings once per month. This is 5 per cent of schools providing meetings. There were 13 schools or 30 per cent of the schools studied that gave no report on meetings being held regularly.



This is a large percentage, one-third, for such a very important provision; for without regularly scheduled periods, both as to time and frequency, the entire club program becomes haphazard and subject to conflicts. Conflicts and uncertainty lower the efficiency of club administration.

Music Organization. -- Music is, in many larger schools, both curricular and extra-curricular, but in smaller schools it is often found necessary to omit it from the curriculum. Here is a place, then, where the extra-curricular program can step in and help to fill a serious gap. "Music makes one of the best single contributions of the many school activities to six of the seven objectives of education."<sup>1</sup>

The musical activities included in Table IV were boys and girls glee club, piano activities, band activities, and orchestra.

TABLE IV. DISTRIBUTION OF MUSICAL ORGANIZATIONS BY SCHOOLS AND PER CENT OF SCHOOLS PROVIDING SUCH

Kind of Musical Organization	Number of Schools	Per Cent of Schools Providing
Glee Clubs:		
Girls	37	88
Boys	36	80
Piano	11	24
Band	7	15
Orchestra	4	8.8
No Organizations	3	6

<sup>1</sup>Fretwell, Op. Cit., p. 264



It will be seen that girls Glee Clubs existed in 37 or 88 per cent of the schools, and that 36 schools or 80 per cent of the schools reported boys Glee Clubs.

The piano activity comes next in frequency. It was found in 11 of the schools reporting or in 24 per cent of the schools. Band activity was provided in seven schools or 15 per cent of the institutions studied. The orchestra was reported in four schools which represented 8.8 per cent of those reporting. With band and orchestra least often provided for, one might infer the influence of finances upon these activities.

Publications. -- The publication of school papers, annuals, magazines, handbooks and bulletins is another one of the major activities of Class "A" high schools.

TABLE V. KINDS OF PUBLICATIONS DISTRIBUTED BY SCHOOLS AND PER CENT

Kinds of Publication	Number of Schools	Per Cent Providing
Newspaper	30	66
Annual	24	54
Magazine	11	24
Handbook	2	4.4
No Publication	9	20

Thirty Class "A" high schools or 66 per cent of the schools studied, according to Table V, published newspapers.



Twenty-four schools or 54 per cent published an annual. Eleven schools or 24 per cent stated that they published a magazine, while nine schools or 20 per cent of the schools reported no publications. It is to be noted that newspapers are the most frequent publication activity, and the handbook is least frequent published.

The schools reporting on magazines showed that they published more newspapers than magazines. The number of magazines published were a little less than half as many as annuals. They also were equal to about one-third as many newspapers.

The Assembly. -- The assembly is another activity provided by Class "A" high schools. Among the values of this activity may be those of student participation with all that the term implies, and school loyalty. Table VI sets forth the types of programs provided at the assembly and the frequency with which they are held.

Table VI reveals that 30 schools or 66 per cent of the schools have assembly exercises once per week, that 15 schools or 33 per cent have assembly twice per month, that three schools have assembly once per month, while two schools have assembly only on special occasions.

Table VI further reveals, with reference to the types of programs, that 35 schools or 77.7 per cent of the schools rely on student participation, that 29 schools or 64 per cent of the schools use movies, while a like number of schools use outside speakers. Fourteen schools use the assembly as a rally occasion. No report was made by two schools.



TABLE VI. FREQUENCY OF ASSEMBLIES AND TYPES OF PROGRAMS  
BY PROGRAMS, BY SCHOOLS, AND BY PER CENT

Practice of Schools	Number of Schools	Percentage of Schools
Frequency of Assemblies		
Once a Week	30	66
Once in Two Weeks	15	33
Once a Month	3	6
Special Occasion	2	4.4
Type of Program		
Student Participation	35	77.7
Movies	29	64
Outside Speaker	29	64
Rallies	14	31
Not Reporting	2	4.4

The fact that 35 schools made provision for student participation is commendable. This seems to be in keeping with Roberts and Draper,<sup>1</sup> who hold the following premise: "It is necessary to have more student performers than adult performers from outside the school. The philosophy of education which links the student with the school and community life requires that the assembly shall, for the most part,

1. Robert, A.C. and Draper, E.M., Extra-Class and Intra-Activities in High School, p. 87

give to the student the role of actors and not listeners." His part is dynamic not static. He must conduct the assembly as practicable participation in the larger affairs of the school and community.

Infrequent Social Activities. -- Activities of a recreational nature, as play activities, is a matter of great importance. Recreation is a fundamental part of our educational program. The social surroundings play quite a bit in helping one make the social adjustments that are so often hard for students to make when entering a new environment. Table VII has to do with an analysis of the schools' attempt to prepare pupils for adjustments in new situations.

TABLE VII. DISTRIBUTION OF INFREQUENT ACTIVITIES OF EXTRA-CURRICULAR NATURE BY SCHOOLS AND PERCENTAGE

Social Activities	Number of Schools	Per Cent Providing
Class Trips	39	86
Mother and Daughter Banquet	38	84
Father and Son Banquet	38	84
School Picnic	36	80
Junior-Senior Promenades	32	71
Senior Banquet	33	73
Class Picnic	30	65
Teas	24	53
Afternoon Dances	12	26
Other Class Dances	10	22
Sophomore Dances	5	11
&&&&		



The desire for social experiences of the young adolescent makes it necessary that the school help make the adjustments of the adolescent. The list of purely social types of activities are listed in Table VII. It is intended that they should reach the desires and needs of students.

Class trips as listed in Table VII have the highest value of all activities listed. Thirty-nine schools or 86 per cent stated that they made class trips as a means of social entertainment. The next two activities, ranking equally in value, are the Father and Son Banquet and the Mother and Daughter Banquet. In both activities the child finds an opportunity for multiple social expression. The Mother and Daughter Banquet and the Father and Son Banquet were provided by 38 schools or 84 per cent of the schools studied.

School picnics were also activities that were held in 36 schools or 80 per cent of the schools reporting. There 30 schools reporting that class picnics were given. The 30 schools represented 66 per cent of the schools studied. The senior banquet was listed by 33 schools or 73 per cent of the schools providing information. The senior banquet was given by about three-fourths of the schools. This may be noted that senior banquets were given in most of the schools. The Junior-Senior Banquet was quite popular in that it was a customary occasion in 71 per cent of the schools.

Teas were given by most of the schools. Twenty-four



schools or 53 per cent of the schools report that that activity is provided in the school. The writer found that one-fourth of the schools listed dances given for pupils, by pupils in the afternoon. Other class dances were reported by ten schools, which represents 22 per cent of the schools that were studied. The Sophomore Class dances were reported in five schools of the 45 schools studied.

Athletic Activities. -- Table VIII will provide an analysis of the following activities: basketball for both sexes, soft ball for both sexes, football, baseball, table tennis, croquet, volleyball, and tennis for both sexes.

From a glance at Table VIII it can be seen that the chief sports were the traditional team games. Here, basketball, as checked upon the questionnaires was the favorite activity of the schools reporting. Out of all schools reporting 45 schools or 100 per cent of the schools listed basketball as one of their activities for boys, and 42 schools or 93 per cent of the schools reporting listed basketball for girls as one their activities.

The next activity in esteem was softball. The schools reporting from surveys made show that 88 per cent of them listed boys' softball and 82 per cent listed girls' softball as one of their activities. The activity that ranked third in favor is "track". The track teams for boys were more popular than the track teams for girls. Out of the schools reporting 88 per cent of the schools reported boys' track activities, while only 61 per cent reported girls'



track teams. The differential between the popularity of track activities for boys and track activities for girls is quite significant.

Thirty-seven schools or 82 per cent of the schools reported that football was one of the activities. Baseball was reported in 28 schools or 62 per cent of the schools as one of their activities. Twenty-five schools or 55 per cent of the schools reported volleyball as one of their activities. Table Tennis was listed by 22 schools or 49 per cent of the schools as one of their activities. Tennis, listed for boys, appeared in the report of 22 schools, showing that 49 per cent participated in that activity and 20 schools or 44 per cent of the schools listed tennis for girls. Nineteen schools or 42 per cent of the schools listed croquet as one of their activities.

Table VIII also shows the extent of inter- and intra-school participation. The inter-school activities that were for both boys and girls were basketball, softball and track. Football and baseball were inter-school games for boys. In a few cases tennis and volleyball provided inter-school and competitive activity. It is interesting to note that the intra- and inter-school activities were not equally provided; the ratio of school activities was from one-third to one-half more numerous. This may be a healthy sign.

TABLE VIII. DISTRIBUTION OF ATHLETIC ACTIVITIES BY SCHOOLS  
AND BY PERCENTAGE OF SCHOOLS REPORTING

Names of Activities	Intra-School	Inter-School	Per Cent Answered
Basketball:			
Boys	45	33	100
Girls	42	25	93
Softball:			
Boys	41	33	91
Girls	39	33	86
Track:			
Boys	40	20	88
Girls	27	7	61
Tennis:			
Boys	22	2	49
Girls	20	3	44
Football	37	32	82
Baseball	28	28	62
Volleyball	25	1	55
Table Tennis	22	0	49
Croquet	19	0	42



## CHAPTER III

AN ANALYSIS OF FACTORS AFFECTING THE SUPERVISION OF THE  
EXTRA-CURRICULAR ACTIVITIES OF  
CLASS "A" HIGH SCHOOLS

## Non-Financial Controls

It is a sad commentary upon the administrative vision and administrative proficiency of any high school principal who does not see the need of the control of extra-curricular activities past the point of monetary consideration. That debased philosophy of economic exploitation of extra-curricular activities was conceived in the mind of an individual who saw the human interest angle of these activities and it has flourished on the desire of the school administrator to accumulate, for school purposes, some extra money. But if the chief values of extra-curricular activities as outlined by Fretwell,<sup>1</sup> "citizenship and social adjustment, adjustment of adolescent problems, and guidance", are to be realized, supervisory consideration and administrative control must extend past the points of monetary consideration.

The administrator should concern himself with the non-financial, as well as with the financial control of these activities. These all-important non-financial controls that the survey revealed were so important to the administrators in the selected schools of East Texas are

---

<sup>1</sup>Fretwell, Op. Cit., p. 10



as follows:

1. Methods of determining activities,
2. Basis of selecting the sponsor,
3. Restrictions on participations,
4. Time of participation in activities, and
5. Reports required concerning activities.

Chart I presents an analysis of supervisory factors in the extra-curricular activity program of Class "A" high schools.

How the Activities Are Determined. -- In Chart I the common practices in supervising extra-curricular activities are shown. It was found that 31 schools or 68.8 per cent of the schools were guided by the "pupil's interest and demands" in selecting the type of activities that the school should include. There were 33 schools or 73 per cent of the schools reported that "the pupil's needs" were a guide in selecting the activities that should be included in the school's program. Fourteen schools or 31 per cent of the schools weighed the "monetary consideration" before including the activity in the school's program. There were only 10 schools or 22 per cent of the schools studied that considered the community's interest and demand before placing the activity in the school program.

The Basis for Selecting the Sponsor. -- "The fitness for the job" was the determining factor in 36 schools according to the study. Eighty per cent of the schools in-



CHART I. ANALYSIS OF NON-FINANCIAL SUPERVISORY FACTORS IN  
THE EXTRA-CURRICULAR ACTIVITY PROGRAMS OF CLASS  
"A" HIGH SCHOOLS

	<u>Number of Schools</u>	<u>Per Cent of Schools</u>
I. ACTIVITIES DETERMINED BY		
1. Pupils' needs	33	73
2. Pupils' interest demands	13	68.8
3. Monetary considerations	14	31
4. Community's interest demands	10	22
II. BASIS FOR SELECTING THE SPONSOR:		
1. Fitness for job	36	80
2. Principal's appointment	36	80
3. Appointed by the Principal	31	68.8
4. Bona-fide faculty member	27	60
5. Teacher's interest in activity	22	48
6. Wishes of participating pupils	5	11
III. RESTRICTIONS ON PARTICIPATION:		
1. Conduct record of pupil	38	62
2. Pupil's scholastic attainment	28	52
3. Class membership required	17	37
4. New members recommended by older	10	22
5. Attendance record of pupil	0	0
6. Point system	11	24
7. Physical examination required	26	57
8. Parent gives letter to participate	17	37
IV. TIME OF PARTICIPATION IN ACTIVITIES:		
1. During regular scheduled period	36	80
2. After school or evenings	17	37
3. During play period	11	24
4. Scheduled at night	6	13
V. REPORTS REQUIRED ON ACTIVITIES:		
1. Scholastic record required	30	66
2. Financial record required	27	60
3. Case study of participant	11	24
4. Report for personnel records	8	17



dicated their consideration of that factor. "The teacher's interest in the activity" was considered by 22 schools or 48 per cent of the schools providing. "The principal's appointment as final" was approved by 36 schools or 80 per cent of the schools providing. Thirty-one schools or 69 per cent of the schools studied considered "the appointment of the sponsors the principal's duty." Twenty-seven schools or 60 per cent of the schools demanded that the "sponsor be a bona-fide faculty member." On the other hand only five schools or 11 per cent considered the wishes of participating members of activities in considering sponsors.

Restrictions on Participation. -- It was found that no school required a certain standard of "attendance" of pupils for participation in activities. There were 28 schools or 62 per cent of the schools that required the "conduct record of pupil" before participation in activities was allowed. To become a member of certain activities there were "class standards required" of which 17 schools or 37 per cent were willing to consider as a restriction on participation. Ten schools or 22 per cent of the schools studied allowed "new members only upon the recommendation of older members." "The pupil's scholastic attainment" was considered in 27 schools or in 60 per cent of the schools before participation was allowed. "Physical examinations were required" in 26 schools before pupils were allowed to participate in certain activities.



There were 26 schools or 57 per cent which required that "physician examine student" before the student could participate. Eleven schools or 24 per cent used the "point system." In 12 schools or 37 per cent of the schools the principals required "parent to give letter of permit" before student would be permitted to participate in certain activities.

The Time of Participation in Activities. -- There were 36 schools or 80 per cent reported that the "activity period was scheduled during the regular class period." Seventeen schools or 37 per cent reported that the activity period was scheduled "after school or in the evening." Eleven schools or 24 per cent reported that the activity was scheduled "during the play period." Only six schools or 13 per cent reported that the activity was "scheduled at night."

Report on Participation. -- Chart I reveals the following with reference to reports concerning activities that are required: That 30 schools or 66 per cent of the schools required that individuals must make a prescribed mark in order to be able to participate in activities and likewise the same schools required that the scholastic marks of pupils be filed for the purpose of determining whether the pupil should be allowed to participate. Twenty-seven schools or 60 per cent of the schools required that a financial record be kept of all the extra-curricular



organizations. Only 11 schools or 24 per cent of the total number providing information required that case study records be kept on each participant. Eight schools or 17 per cent of the schools kept the record of participation and a record of participants as a part of their personnel record.

Recognition. -- It is natural that recognition of participation in extra-curricular activities should follow the development of the extra-curricular program. As has been pointed out, these activities have existed for a long time, but their status has gradually changed from that of a necessary evil to one of recognized educational value. It has been during this latter stage that participation has been encouraged.

The investigator finds that "allowing credit toward graduation" for participating in certain activities stimulated the student's interest in participating in those activities.

Table IX reveals that 37 schools or 80 per cent of the schools had included Honor Society as a means of recognition. Thirty-three schools or 73 per cent of the reporting schools required that a "physician treat injured participants of any extra-curricular activity." There were 28 schools or 62 per cent of the schools that awarded scholarships through colleges for participation in certain extra-curricular activities. The citizenship



TABLE IX. FREQUENCY DISTRIBUTION OF SPECIAL RECOGNITION  
FOR PUPILS PARTICIPATION BY SCHOOLS AND PERCENTAGE

Points of Recognition	Frequency	Per Cent Reporting
Honor Society	37	80
Medical Care of Injured	33	73
Scholarship through College	28	62
Citizenship Awards	25	55
Graduation Credits	14	31
Cash Prizes	13	28.8
All Students Participate	9	20
Award School Letters	8	17
Award School Emblems	5	11

awards were given in 25 schools or 55 per cent of the schools providing information. Credits towards graduation were given by 14 schools or 31 per cent of the schools providing information for participation in certain extra-curricular activities. Thirteen schools or 28 per cent of the schools gave cash prizes for the participation and achievement of certain standards of accomplishment. There were nine schools or 20 per cent of the schools that required all students to participate in some form of extra-curricular activity. Eight schools or 17 per cent of the schools gave letters of awards for certain standards of achievement in extra-curricular activities, while only five schools or 11 per cent of the schools granted school emblems for participation in



extra-curricular activities. It can be seen that the Honor Society is the most commonly used method of recognition that is employed by the schools that were studied. It was also found that awarding school emblems is the least frequently used method employed by the schools for the purpose of showing recognition for participation in extra-curricular activities.

### Financial Control

#### Method of Financing Extra-Curricular Activities.--

There are many methods of raising finances for extra-curricular activities. The methods employed by the Class "A" high schools of East Texas were: gate receipts, gifts from classes, raffles, finances paid by Board of Education, magazine subscriptions, plays and entertainments. Table X presents the methods used by the schools that were studied.

TABLE X. FREQUENCY DISTRIBUTION OF METHODS USED IN FINANCING SCHOOL ACTIVITIES AND PERCENTAGE USING EACH

Methods Used	Number of Schools Providing	Percentage of Schools Providing
Gate Receipts	36	80
Gifts from Classes	20	44
Raffles	16	29
Board of Education	12	26
Magazine Subscriptions	10	22
Plays and Entertainments	2	4.6



Table X sets forth the methods of raising finances for the activity program. It is found that 36 schools or 80 per cent of the schools raise the needed money through gate receipts. Twenty schools or 44 per cent received gifts from classes. It is further revealed that 16 schools or 29 per cent raised money through raffles. The Board of Education in 12 school systems provided the finances for the activities. Ten schools or 22 per cent of the schools finances their activities through the sale of magazines. Two schools or 4.6 per cent of the schools raised finance by presenting plays and other entertainments. It is shown also that most of the finance is raised through games, class gifts and raffles. The Boards of Education aided only in the cases of 12 schools.

Regardless to the manner in which the money is raised a well organized school must set up for itself a method of accounting and a method of budgeting. Tables XI and XII will give an analysis of accounting and budgeting practices in the Class "A" high schools of East Texas.

Table XI shows that 24 schools or 53.3 per cent of the schools use a central account. That is to be understood that the money comes in and goes out through the principal's office, office of the sponsor, or some other central agency. Nineteen schools or 42 per cent of the schools studied audited their accounts with the assistance of a disinterested official. Sometimes this official was the Superintendent's secretary and sometimes it was the principal



TABLE XI. FREQUENCY DISTRIBUTION OF METHODS OF ACCOUNTING BY SCHOOLS AND PERCENTAGE

Methods of Accounting	Number of Schools	Per Cent Providing
Central Accounts	24	53.3
Accounts Audited by Official	18	42
Separate Accounts	18	40
By Student Supervised	17	37.7
By Teachers Alone	10	22
By Student Alone	6	13

of the school. Some 18 schools, which represents 40 per cent of the total schools studied, followed the policy of each extra-curricular organization's having a separate financial account. It is interesting to note how the different schools handle the money. It is shown that in 17 schools the money is supervised by the students under the supervision of a teacher or the principal. In 10 schools the accounts are handled by the teachers alone and in six schools the money is handled by the students alone.

Table XII shows that 22 schools or 48 per cent of the schools required that the Athletic Association make a budget. It shows that the various classes made budgets in 18 of the schools. Fifteen schools required budgets in all cases, while 13 schools or 28 per cent required budgeting of certain accounts. Only 11 of the schools



provided for an elastic budget. The Table XII shows that only six schools required that all accounts be budgeted.

TABLE XII. DISTRIBUTION OF AREAS REQUIRING BUDGETS BY SCHOOLS AND PERCENTAGE

Budget	Number of Schools	Percentage
Athletic Associations	22	48
Classes	18	40
Budget Required	15	33
Required of Certain Accounts	13	28
Elastic Budget	11	24
Required of all Accounts	6	13

## CHAPTER IV

## CONCLUSION

Summary of Findings. -- A study of the extra-curricular activities of any school or group of schools is perilled by the same handicaps that confront any study in which the investigator must rely on a normative survey. The writer does not wish to question the reliability of that particular type of investigation but he would like for the reader to be conscious of its limitations as an investigative device. The findings as taken from the Tables and the Chart reveal some situations of incongruities in the light of contemporary answers to other questions on the questionnaire. Be that as it may, the writer herewith presents a summary of the findings of the returns from the survey that was designed to study the extra-curricular situation in the Class "A" high schools of East Texas.

With reference to student-government organizations, it was found that all of the schools have some type of organization that gives the pupils opportunity for self government or managerial activity. More than two-thirds of the schools that made a report have athletic associations and student councils.

The schools that made the report named nine different types of clubs that students participated in. The Language Club was the most popular and the social club was the least popular. The rest of the clubs showed a healthy distribu-



tion.

It was further found that the trend in Class "A" schools extra-curricular activities were desirable. There were weekly meetings, at class periods or at a special period provided for that purpose. Less than 30 per cent of the schools required the clubs to meet at school in evenings or at night.

Most of the schools in the area studied used the Glee Club. Four-fifths of the schools had the Glee Club for both boys and girls. Some schools do not have music in the school.

The newspaper ranked first among the publications and the annual ranked second in the high school publications. All schools engaged in assembly exercises at one time or another. In Class "A" High Schools students' talents were used in making up the program. Outside speakers and movies were employed as a chapel feature in more than one-half of the schools.

The 45 schools listed 11 different kinds of activities that the pupils engaged in frequently. Class trips as an activity ranked first and class dances ranked eleventh. The Mother and Daughter Banquets as well as Father and Son Banquets ranked one point behind Class trips.

Basketball was named as the one activity that all of the Class "A" high schools that were studied had on their extra-curricular calendar. All schools listed it as the first choice, followed by softball, track and football.

Extra-curricular participation was looked upon with



favor in all of the schools. Persons who participated in Class "A" extra-curricular activities received recognition. The Honor Society ranked first as the medium through which this recognition was given the participants.

It was found that some schools must rely on the gate receipts to support their activities. About one-fourth of the schools got help from the Board of Education. An attempt was made to make each activity self-supporting.

About one-half of the schools had the central accounting system. Only 18 schools audit their books. In more than one-third of the schools the work of handling money is done by the students under the supervision of a teacher.

Less than one-half of the schools made budgets. Budgets are required in approximately the same number of schools that received aid from the Board of Education.

With reference to the activities that were included on the schools' program, it was found that the needs of the pupils were given primary consideration. It was the general feeling among the schools that the sponsor should be a bona-fide member of the faculty, he or she should be fitted for the job and should be appointed by the principal. It was found that the schools felt that there should be some regulations with reference to participation. The conduct record of the pupil was considered by nearly 80 per cent as being an acceptable restrictive consideration. Not one of the schools thought that attendance should play any part in participation.



The investigator found that the schools felt that extra-curricular activities should be conducted on school time.

Conclusions. -- Any ideas that one gleam after having reviewed a survey must be classified as an assumption until it has been weighed against a generally accepted criteria. In the presence of this generally accepted criteria the assumption either acquires the virtue of a fact or is discarded as being worthless. These findings must be weighed against the criteria of logical procedure in the mind of the investigator before they can be regarded as conclusions. On the basis of these findings the writer has reached the following conclusions:

With reference to student government organizations the writer must conclude that the students of Class "A" high schools were getting an opportunity to live and act in a democratic setting. On the other hand the investigator must conclude that the overall picture is one of inconsistencies. The student council should grow out of and emanate from the homeroom and classroom organizations, but it was found that 31 schools have student councils, only 19 schools had classroom organizations, and 23 schools had homeroom organizations.

In view of nine different clubs being named by the various schools it was reasonable to conclude that pupils had ample opportunity for subject matter clubs. The clubs with two exceptions were subject matter clubs. The two non-subject matter clubs ranked five and seven. The writer wishes



to ask this question, "Was it not logical to assume that if the pupils had a free hand in setting up clubs, would they not set up clubs that were more in keeping with trends?"

The writer believes that both the pupils and schools were interested in musical development but that activity was handicapped by both time and money.

The use of students on assembly programs of Class "A" high schools gave the pupils an opportunity for self expression. The infrequent activities that were had were wholesome and worthwhile. Each activity grew out of some activity learned at school and may be used to help one to make adjustments in later life.

Class "A" high schools were doing their share with reference to athletic activities. The schools recognized the value of rewards and awards as an incentive and used that medium to stimulate the pupils towards greater accomplishments.

With reference to accounting for extra-curricular finance there was no established policies set up by Class "A" high schools to teach pupils accounting. Even in the matter of budgeting the procedures were haphazard.

The writer concludes that most of the schools have the right philosophy concerning selecting activities, and selecting sponsors.

The writer wishes to make the following recommendations:

1. That students be allowed to organize more activity clubs and less subject matter clubs.



2. That the administrator should find a place and ample time for extra-curricular activities on the school program.
3. That adequate provisions should be made for including music in the finance budget for extra-curricular activities.
4. That Class "A" high schools should have the central office for all school accounts.
5. That adequate steps should be taken to secure more help from the Board of Education in financing extra-curricular activities in the schools.
6. That all monies raised from extra-curricular activities be put in the central fund, and that before any money is spent a budget for the particular activity must be made.
7. That more Class "A" high school should use a good system of record keeping.

## BIBLIOGRAPHY

- Allen, J. E. Jr., "Accounting, Reporting, and Supply Service" Review of Educational Research, 17:147-52, Washington, D. C. June 1944
- Elsdon, C. L., "Auditing of Internal School Account: The Problems and Its Background", Bibliography of Pittsburg, 19: 87-95, Pittsburg, Pa.
- Foster, Charles R., Extra-Curricular Activities in Secondary Schools, Johnson Publishing Co., , Richmond, Va., 1925, 222 pp.
- Fretwell, Elbert K., Extra-Curricular Activities in Secondary Schools, Houghton Mifflin Co., New York, 1941 552 pp.
- Jordan, Riverda H., Extra-Classroom Activities in Elementary and Secondary Schools, Thomas Y. Crowell, New York, 1928, 400 pp.
- McKown, Harry C., Extra-Curricular Activities, MacMillan, New York, 1928, 617 pp.
- Miner, M., "Parade of Extra-Curricular Activities in Assembly", School Activities, 18:297-8 May, 1947
- Monroe, Walter S., "The Effect of Participation in Extra-Curriculum Activities on Scholarship in the High School", School Review 37: 747-752, December, 1929
- Otto, Henry J., and Hamlin, Shirley A., Co-Curricular Activities in Elementary Schools, D. Appleton-Century Co., New York, 1937, 441 pp.
- Petto, A., "Honor Point System for Extra-Curricular Projects", School Activities, 18: 293, May 1947
- Pringle, Ralph W., Adolescence and High School Problems D.C. Heath Co., Boston, 1922, 300 pp.
- Roberts, Alexander C., and Draper, Edgar, The Extra Class and Intramural Activities in High Schools, D. C. Heath Co., Boston, 1928, 529 pp.



Romer, Joseph, and Allen Charles F., Extra-Curricular Activities in Junior and Senior High Schools  
D. C. Heath Co., Boston, 1926, 250 pp.

Terry, Paul W., Supervising Extra-Curricular Activities  
McGraw-Hill Book Co., Inc. New York, 1930, 714 pp.

## APPENDIX



P.O. Box 1397  
Kilgore, Texas  
February 8, 1949

Dear Principal:

Enclosed you will find a questionnaire which I am asking you to please fill and mail back immediately.

Enclosed you will find a stamped, self-addressed envelope which you may use. I am,

Respectfully yours,

C. B. Dansby

CBD:tlr

THE QUESTIONNAIRE AND ACCOMPANYING LETTER  
A SUMMARY OF EXTRA-CURRICULAR ACTIVITIES

IN \_\_\_\_\_ HIGH SCHOOL \_\_\_\_\_ TEXAS

Spring Semester, 1949

I. Student Government

Which of these types of student participation in government is in existence in your school? Please check.

- |                                |                         |
|--------------------------------|-------------------------|
| 1. Homeroom organization       | 5. Athletic Association |
| 2. Class organization          | Boys _____              |
| 3. Student Council             | Girls _____             |
| 4. Student General Association | Mixed _____             |

II. Clubs

Are Clubs a recognized feature of your extra-curricular program?  
Yes \_\_\_\_\_ No \_\_\_\_\_

a. When are club meetings held?

1. During regular class periods \_\_\_\_\_
2. In a specially provided club or organization period \_\_\_\_\_
3. In the afternoon after school \_\_\_\_\_
4. In the evening \_\_\_\_\_

b. How often are meetings held?

1. Once a week \_\_\_\_\_
2. Once in two weeks \_\_\_\_\_
3. Once a month \_\_\_\_\_

c. What are the types of club events?

- |                      |                                  |
|----------------------|----------------------------------|
| 1. Literary _____    | 6. Handicraft _____              |
| 2. Science _____     | 7. Social _____                  |
| 3. Mathematics _____ | 8. Band _____                    |
| 4. Language _____    | 9. New Homemakers _____          |
| 5. Civics _____      | 10. New Farmers of America _____ |

III. Musical Organizations

- |                |                             |
|----------------|-----------------------------|
| 1. Glee Club   | 2. Orchestra _____          |
| a. Girls _____ | 3. Band _____               |
| b. Boys _____  | 4. Instrumental piano _____ |

IV. Athletics

a. In which of the following sports does your school participate?

- |                     |                       |
|---------------------|-----------------------|
| 1. Baseball _____   | 2. Football _____     |
| 3. Basketball _____ | 4. Table Tennis _____ |
| Boys _____          | 5. Track _____        |
| Girls _____         | Boys _____            |
|                     | Girls _____           |



- |                      |                  |
|----------------------|------------------|
| 6. Softball _____    | 7. Tennis _____  |
| Boys _____           | Boys _____       |
| Girls _____          | Girls _____      |
| 8. Volley Ball _____ | 9. Croquet _____ |
| 10. _____            |                  |

b. Do interscholastic sports in your school finance themselves entirely? Please check all methods of financing employed.

- |                                |  |
|--------------------------------|--|
| 1. Gate receipts _____         | 5. Money from plays, entertainments are circuses _____ |
| 2. Gifts from classes _____    | 6. Raffles _____                                       |
| 3. Magazine subscription _____ | 7. _____   |

#### V. Assemblies

a. How often are student assemblies held in your school?

- |                            |                       |
|----------------------------|-----------------------|
| 1. Once a week _____       | 3. Once a month _____ |
| 2. Once in two weeks _____ | 4. _____              |

b. Which of these types of programs are used?

- |                           |                                |
|---------------------------|--------------------------------|
| 1. Rallies _____          | 4. Student participation _____ |
| 2. Outside speakers _____ | 5. _____                       |
| 3. Movies _____           |                                |

#### VI. Publications

What student publications are issued?

- |                    |                   |
|--------------------|-------------------|
| 1. Newspaper _____ | 4. Handbook _____ |
| 2. Magazine _____  | 5. _____          |
| 3. Yearbook _____  |                   |

#### VII. Honor Societies

a. If any honor societies exist in your school, what are they?

- |                          |  |
|--------------------------|--|
| 1. Scholarships _____    | 5. Chapter of National Honor Society _____ |
| 2. Athletic _____        | 6. _____                                   |
| 3. Citizenship _____     |  |
| 4. American Legion _____ |  |

b. Is there any other methods of honoring outstanding students?

- |                         |                      |
|-------------------------|----------------------|
| 1. Honor rolls _____    | 3. Cash prizes _____ |
| 2. Medals or cups _____ | 4. _____             |

#### VIII. Purely Social Activities

What social functions are a part of your school calendar?

- |                             |                              |
|-----------------------------|------------------------------|
| 1. Dances                   | 4. Picnics                   |
| a. Afternoon _____          | a. School picnics _____      |
| b. Sophomore _____          | b. Class picnics _____       |
| c. Junior Prom _____        | 5. Banquets                  |
| d. Senior Prom _____        | a. Senior banquet _____      |
| e. Other class dances _____ | b. Father and Son _____      |
| 2. Class trips _____        | c. Mother and Daughter _____ |
| 3. Teas _____               |                              |



IX. Financial Management

a. How are the finances of extra-curricular activities handled?

1. In a separate account for each activity \_\_\_\_\_
2. In one central account for all activities \_\_\_\_\_
3. By students, alone \_\_\_\_\_
4. By teachers, alone \_\_\_\_\_
5. By students supervised by teacher \_\_\_\_\_
6. All accounts audited by an official committee \_\_\_\_\_
7. \_\_\_\_\_

b. Are activities required to have budgets?

1. Budgets required of all activities \_\_\_\_\_
2. Budgets required of certain activities only \_\_\_\_\_
  - a. Classes \_\_\_\_\_
  - b. Athletic Association \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
3. No budgets required at all \_\_\_\_\_
4. Budgets drawn up, but very elastic \_\_\_\_\_
5. \_\_\_\_\_

X. Recognition of Extra-Curricular Activities

What limitations on participation in activities or special encouragement?

1. Scholastic requirements for participation \_\_\_\_\_
2. Point system to prevent over participation \_\_\_\_\_
3. Requirement that all students participate \_\_\_\_\_
4. School letters for other activities beside athletic \_\_\_\_\_
5. Graduation credits for participation \_\_\_\_\_
6. \_\_\_\_\_



P. O. Box 1397  
Kilgore, Texas  
May 25, 1949

Dear Principal:

Enclosed you will find a Supplementary Questionnaire which I am asking you to please fill and mail back immediately.

I am

Yours truly,

C. B. Dansby

CBD/tlr

## SUPPLEMENTARY QUESTIONNAIRE

## Extra-Curricular Activities in Class "A" Schools

Directions: In the blanks on the right side of the page will you answer as the question indicates the following questions listed below by checking if true, or leaving blank if answer is no.

## I. Determining Activities:

- a. Is the activity determined by the pupil's interest? \_\_\_\_\_
- b. Is the activity determined by the community's interest? \_\_\_\_\_
- c. Is the activity determined by the needs of the pupil? \_\_\_\_\_
- d. Is the activity determined by the monetary consideration? \_\_\_\_\_

## II. Basis for Selecting the Sponsor:

- a. Is sponsors selected based on fitness for job? \_\_\_\_\_
- b. Is the sponsor selected on teacher's interest in activity? \_\_\_\_\_
- c. Is the sponsor selected upon wishes of participating pupil? \_\_\_\_\_
- d. Is the sponsor always a bonified faculty member? \_\_\_\_\_
- e. Is the sponsor appointed by the principal? \_\_\_\_\_
- f. Is the principal's appointment final in the school? \_\_\_\_\_

## III. Restrictions of Participation:

- a. Is participation granted upon attendance record of pupil? \_\_\_\_\_
- b. Is the conduct of record of pupil that determines that Participaption? \_\_\_\_\_
- c. Is it the scholastic attainment of pupil required that determines the pupils participations? \_\_\_\_\_
- d. Are memberships in certain classes or courses required that determines whether one might participate? \_\_\_\_\_
- e. Are new members selected by members already in the club? \_\_\_\_\_

## IV. Fitting Activities into the School Program:

1. Is the play period that allotted time for extra curricular activities? \_\_\_\_\_
2. Is there a regular schedule period for participation in activities? \_\_\_\_\_
3. Is the activity period to be held after school or in evening? \_\_\_\_\_
4. Is the activity period scheduled at period as other class subject? \_\_\_\_\_
5. Is the activity scheduled for after school or at night classes? \_\_\_\_\_

## V. Report Concerning Activity Required:

- a. Is a financial statement required? \_\_\_\_\_
- b. Is a case study of participating pupils required? \_\_\_\_\_
- c. Is a personnel record required for pupil? \_\_\_\_\_
- d. Is a scholastic record required for participation? \_\_\_\_\_

## VI. The Physical Condition Considered of Student:

- a. Are physical examination required of participants? \_\_\_\_\_
- b. Are injured students treated by physicians? \_\_\_\_\_
- c. Are letter of permission to participate required from parents? \_\_\_\_\_